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ABSTRACT

This report from the Peterson Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 14 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) the percentage of basal progress was higher than the systemwide percentage of basal progress in reading and math; (2) reading achievement on the basic skills test was lower than the systemwide level, but achievement was higher than the systemwide level in math; (3) on the criterion-referenced test the first-grade scores were higher than the systemwide level in reading; (4) third- and seventh-grade student achievement was lower than the systemwide level; and (5) special efforts should be made to increase the number of students scoring at or above national norms in basic skills. Descriptive statistics and test scores are presented in 17 tables. (VM)

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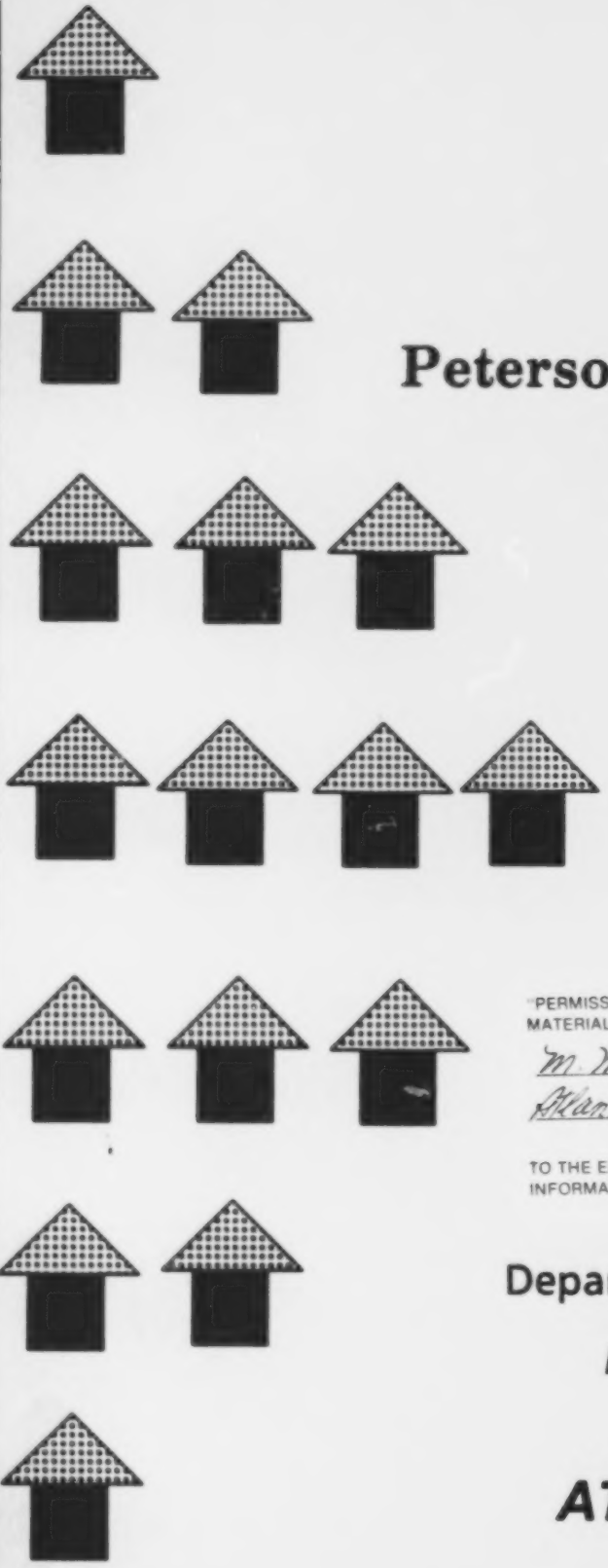

Peterson Elementary School
School Report
1986-87

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Department of Research and Evaluation

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ATLANTA PUBLIC SCHOOLS

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PETERSON ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Augustine McDaniel, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

1. There were several general descriptive characteristics of Peterson Elementary School which potentially influenced student achievement in reading and mathematics.

   a. The active enrollment of 435 was indicative of an increase in the enrollment over the past five years.

   b. The pupil teacher ratio of 1 to 24 was higher than the pupil teacher ratio for elementary schools systemwide.

   c. The percentages of pupils new to the system and new to the school were lower than the corresponding percentages systemwide.

   d. The school's mobility index of .23 was lower than the system's mobility index of .30.

   e. The percentage of pupil attendance increased slightly over the past three years and was consistently higher than pupil attendance systemwide.

   f. The percentage of certified staff attendance increased over the past three years and was equal to the percentage of certified staff attendance systemwide in 1986-87.

2. On the Ready Steps Language Survey, kindergarten students mastered an average of 8 of the 10 skills, which was equal to the average number mastered systemwide.

   Eighty-six percent of these students completed and mastered Getting Ready to Read, which was higher than the corresponding percentage for kindergarten students systemwide.

3. The percentage of reading basal progress, as measured by the average number of reading basal magazines completed, and the percentage of pupils meeting the basal expectation, was higher than the systemwide percentages at grades 3, 4, 5, 6, and 7. In the area of mathematics, the percentage of basal progress was approximately equal to or higher than the systemwide percentages at grades 1, 2, 3, and 6. Students at all grade levels completed more than 80 percent of the expected basal mathematics units.

4. At the kindergarten level, 82 percent of the students scored above the national norm on the California Achievement Tests (CAT) in reading, and 88 percent scored above the national norm in mathematics. Both percentages remained the same from 1986 to 1987. The percentages of students scoring above national norm were higher than the system percentages in reading and mathematics.

5. On the Iowa Tests of Basic Skills (ITBS), 45 percent of the students in grades 1 through 7 scored at or above the national norm in reading, and 58 percent scored at or above the national norm in mathematics. Both percents represented an increase in achievement from 1986 to 1987. The percent of students scoring at or above the national norm for the school was equal to the system percent in reading, but higher than the system's percent in mathematics.

6. The matched data on the ITBS indicated that for those students enrolled at Peterson from 1986 through 1987 and were tested, the reading and mathematics achievement increased by 14 and 18 percentage points respectively. This increase was higher than the systemwide increase in reading and mathematics.

7. As a part of the state-mandated norm-referenced testing program, second grade students obtained higher a median percentile score than the state in social studies, but lower than the system and state in science. Students at the fourth and seventh grade levels obtained lower median percentile scores than the state and the system in social studies and science.

8. Students enrolled in the Chapter I program for the past two years obtained greater gains on the the ITBS in reading and mathematics than students not enrolled in the Chapter I Program. The gains made by Chapter I students at Peterson were higher than the gains made by Chapter I students systemwide.

9. On the Georgia Criterion-Referenced Tests (GCRT), an average of 76 percent of the first grade students achieved the 10 reading objectives, and an average of 81 percent achieved the 15 mathematics objectives. The mean scale scores of 213 in reading was higher than system and state mean scale scores. However, the school's mathematics mean scale score of 208 was lower than the system and state mean scale scores.

10. On the GCRT, an average of 18 percent of the third grade students needed additional instruction on the 8 reading objectives, and an average of 35 percent needed additional instruction on the 12 mathematics objectives. The mean scale scores of 204 in reading and 201 in mathematics were lower than the state and system mean scale scores. Ninety-eight percent of the students passed the reading section of the GCRT for promotional purposes, and 93 percent passed the mathematics section. Both percents were higher than the percent passing for the system and the state.

11. At the sixth grade level, an average of 63 percent of the students achieved the 11 reading objectives, and an average of 73 percent achieved the 12 mathematics objectives. The mean scale score of 199 in reading was lower than the system's and state's mean scale scores. The mean scale score of 203 in mathematics was higher than the system's mean scale score, but lower than the state's mean scale score.

12. The average number of reading progression minimum skills mastered at each grade level was 10 of 10 for kindergarten, 14 of 15 for first grade, 13 of 15 for second grade, 17 of 17 for third grade, 15 of 15 for the fourth grade, 19 of 19 for the fifth

grade, 17 of 18 for the sixth grade, and 14 of 14 for the seventh grade. This level of mastery was equal to or higher than the systemwide mastery level at all grade levels.

13. The average number of mathematics progression minimum skills mastered at each grade level was 11 of 11 for kindergarten, 11 of 12 for first grade, 14 of 15 for second grade, 17 of 17 for third grade, 16 of 16 for fourth grade, 16 of 17 for the fifth grade, 13 of 17 for the sixth grade, and 16 of 17 fouth seventh grade. This level of mastery was equal to or higher than the systemwide mastery level at grades K, 1, 2, 3, 4, 5, and 7.

14. A total of 438 students in grades K through 7 were reported as covered by the pupil progression policy in the 1986-87 school year. Of this total, 408 or 93 percent were promoted, 6 or 1 percent were adiminstratively placed, and 24 or 6 percent were retained. The highest percentage of retention occurred at the first and third grade levels.

CONCLUSIONS

A review of the available data on student achievement at Peterson Elementary School indicated the following: The percentage of basal progress was higher than the systemwide percentage of basal progress in reading and mathmatics. Student achievement as measured by the ITBS was lower than the systemwide level in reading, but higher than the systemwide level in mathematics. Student achievement as measured by the GCRT mean scale scores for first grade students was higher than the systemwide level in reading. At the third and seventh grades, student achievement was lower than the systemwide student achievement level.

RECOMMENDATIONS

The principal and staff at Peterson Elementary School are commended for their efforts to improve student achievement. Special efforts should be made to increase the number of students scoring at or above the national norm on the ITBS and the percentage of students mastering the reading and mathematics objectives on the Georgia Criterion-Referenced Tests.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 28, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

PETERSON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	422	405	387	430	435	5	1.2	13	3.1
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	18.0	79	1654.0	72
LOAD EXEMPT	4.7	21	640.2	28
TOTAL	22.7	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	45	10	5542	15
COMPENSATORY MATH	49	11	4850	13
K-GARTEN - APS DAY CARE	15	26	877	15
K-GARTEN - NON-APS DAY CARE	11	19	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	31	54	2652	45
FIRST GRADE - APS K-GARTEN	61	86	5801	89
FIRST GRADE - NON-APS K-GARTEN	8	11	627	10
FIRST GRADE - NO K-GARTEN	2	3	123	2
PUPIL-TEACHER RATIO	24.2		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	40	9	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	101	23	10469	28
MOBILITY INDEX:				
1984-85	.21		.29	
1985-86	.24		.30	
1986-87	.23		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		96.3		94.9
1985-86		96.7		95.1
1986-87		96.3		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		92.7		93.3
1985-86		94.3		94.0
1986-87		94.9		94.9

8/17/87

PETERSON ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		-
SCHOOL	90	98	73	80	55	67	61	84	82	84	8	51
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	4	2	9	-8	-4	0	13	0	4	-4	0	

8/14/87

PETERSON ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	1	2	3	5	4	7	48	86	56
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
PETERSON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines				
		Number Per Grade	Average Number Completed	Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	5.8	64	21	71
	System	9	6.3	70	24	6469
02	School	6	5.4	90	50	46
	System	6	5.6	93	68	5635
03	School	6	5.8	97	83	42
	System	6	5.1	85	50	5233
04	School	4	3.9	98	89	61
	System	4	4.1	103	77	4974
05	School	4	4.2	105	82	44
	System	4	4.0	100	78	4508
06	School	4	4.3	108	85	60
	System	4	4.0	100	82	2199
07	School	4	4.1	103	100	54
	System	4	3.8	95	77	1622

7/08/87
PETERSON ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	12.0	92	70	71
	System	13	11.7	90	61	6894
02	School	13	12.4	95	87	46
	System	13	12.0	92	63	5770
03	School	13	12.5	96	79	42
	System	13	11.5	89	51	5265
04	School	13	11.8	91	30	61
	System	13	11.1	85	43	4974
05	School	13	10.4	80	34	44
	System	13	11.0	85	43	4514
06	School	13	12.1	93	70	60
	System	13	11.6	89	50	2202
07	School	14	12.0	86	37	54
	System	14	11.5	82	39	1625

Peterson Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	60	57	50	82	82	88	88	--	552
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		55	71	50	44	42	-2
02		44	44	50	23	48	25
03		52	39	50	33	49	16
04		45	59	50	18	34	16
05		51	44	50	22	77	55
06		53	54	50	51	37	-14
07		55	54	50	18	37	19
	School Total	355	365	50	30	45	15
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		55	71	50	38	54	16
02		44	44	50	52	82	30
03		52	39	50	44	51	7
04		45	59	50	36	54	18
05		51	44	50	35	73	38
06		53	54	50	36	52	16
07		55	54	50	24	46	22
	School Total	355	365	50	37	58	21
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

PETERSON ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	34	44	47	3	34	38	82	44
	MEAN GE	2.7		1.9	2.6	0.7		1.8	3.4	1.6
03	PERCENT	50	32	25	47	22	32	59	47	-12
	MEAN GE	3.7		2.3	3.7	1.4		2.8	3.7	0.9
04	PERCENT	50	44	36	41	5	44	50	57	7
	MEAN GE	4.7		3.3	4.4	1.1		3.8	4.8	1.0
05	PERCENT	50	40	18	75	57	40	40	70	30
	MEAN GE	5.7		3.8	6.6	2.8		4.5	6.8	2.3
06	PERCENT	50	42	21	40	19	42	31	55	24
	MEAN GE	6.7		4.8	6.5	1.7		5.4	7.0	1.6
07	PERCENT	50	49	51	37	-14	49	35	45	10
	MEAN GE	7.7		6.8	7.3	0.5		6.2	7.3	1.1
SCHOOL TOTAL										
	PERCENT	50	241	33	47	14	241	41	59	18
	MEAN GE			3.8	5.4	1.6		4.4	5.6	1.2
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Peterson Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	73	2.7	3.5	4.2	3.9
04	64	50	61	62	49	4.7	5.3	5.3	4.6
07	52	50	54	50	38	7.7	7.9	7.6	6.8

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	53	2.7	3.0	3.2	2.8
04	64	50	66	62	58	4.7	5.6	5.4	5.2
07	52	50	60	52	41	7.7	8.5	7.8	6.9

09/22/87

PETERSON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	10	23	13	31	10	38									33	30
		1987		58		34		44										44
		GAIN		35		3		6										14
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986			27	56	21	48	53	42	40	36	50	41	52	47	243	44
		1987				54		53		45		59		44		45		49
		GAIN				-2		5		3		23		3		-2		5
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

PETERSON ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	10	24	15	40	12	46									37	37
		1987		67		64		46										59
		GAIN		43		24												22
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986			25	55	19	59	53	50	40	48	50	44	52	40	239	47
		1987				74		53		55		63		46		47		54
		GAIN				19		-6		5		15		2		7		7
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
PETERSON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	55	85	75	75	67	84	82	80	75	69	69	213
	1987	69	83	67	75	65	80	87	72	90	68	78	213
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-2	-8	0	-2	-4	5	-8	15	-1	9	0
DIFF. SCHOOL-SYSTEM (1987)			4	2	7	4	2	6	-9	8	4	8	2
DIFF. SCHOOL-STATE (1987)			-1	-9	0	6	3	2	-8	9	8	9	1

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	55	82	84	75	64	82	95	62	84	82	65	89	84	64	78	84	203
	1987	69	90	83	72	83	68	88	64	80	87	74	84	91	96	78	78	208
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		8	-1	-3	19	14	-7	2	-4	5	9	-5	7	32	0	-6	5
DIFF. SCHOOL-SYSTEM (1987)			3	-5	1	3	-10	-5	-4	-3	5	-7	0	6	3	1	-5	-3
DIFF. SCHOOL-STATE (1987)			0	-8	-7	2	-12	-6	-4	9	3	-7	-1	0	1	-4	-4	-5

09/11/87
PETERSON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	51	29	8	43	29	39	18	20	25	212	96
	1987	40	25	12	42	22	7	7	22	7	204	98
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-4	4	-1	-7	-32	-11	2	-18	-8	2
DIFF. SCHOOL-SYSTEM (1987)			-7	2	5	-8	-3	-7	1	-1	-4	8
DIFF. SCHOOL-STATE (1987)			3	5	17	-2	0	-3	6	2	-10	4

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				** COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	51	45	41	8	12	8	39	33	16	39	14	27	27	207	94
	1987	40	27	35	90	27	65	45	50	12	17	30	10	12	201	93
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-18	-6	82	15	57	6	17	-4	-22	16	-17	-15	-6	-1
DIFF. SCHOOL-SYSTEM (1987)			2	-2	31	-4	22	0	8	-5	-3	7	-2	-8	-4	7
DIFF. SCHOOL-STATE (1987)			10	5	37	1	25	9	18	-5	3	11	1	4	-9	1

1-88

08/31/87
PETERSON ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	
SCHOOL	1986	54	80	83	35	48	74	81	78	72	63	78	43	200
	1987	55	69	75	40	40	75	76	69	71	42	73	64	199
SYSTEM	1987	4374	72	67	45	39	72	75	68	68	55	72	58	200
STATE	1987	75905	83	77	57	54	81	84	78	78	68	81	73	207
DIFF. SCHOOL	86-87		-11	-8	5	-8	1	-5	-9	-1	-21	-5	21	-1
DIFF. SCHOOL-SYSTEM (1987)			-3	8	-5	1	3	1	1	5	-13	1	6	-1
DIFF. SCHOOL-STATE (1987)			-14	-2	-17	-14	-6	-8	-9	-5	-26	-8	-9	-8

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL	1986	54	70	87	93	72	83	69	59	72	54	69	78	56	203
	1987	55	80	85	98	80	71	78	60	78	40	67	85	53	203
SYSTEM	1987	4379	62	75	88	58	57	63	54	61	48	68	73	43	200
STATE	1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	206
DIFF. SCHOOL	86-87		10	-2	5	8	-12	9	1	6	-14	-2	7	-3	0
DIFF. SCHOOL-SYSTEM (1987)			18	10	10	22	14	15	6	17	-8	-1	12	10	3
DIFF. SCHOOL-STATE (1987)			10	5	6	16	-4	6	-7	4	-20	-10	1	-8	-3

8/03/87

PETERSON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	98	100	98	96	98	98	95	98	98	98										10	57
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	1	1	5	-2	6	6	6	2	3	0										1	
01	SCHOOL	97	88	88	94	81	87	84	84	84	91	88	96	100	100	100					14	67
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	5	3	4	5	-1	3	1	3	2	2	4	9	10	5	6					1	
02	SCHOOL	87	96	91	82	89	87	87	91	80	78	91	87	100	93	89					13	45
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	-2	2	3	-6	1	-1	1	2	-11	-9	3	-3	7	0	-5					0	
03	SCHOOL	95	98	98	100	98	98	98	100	98	98	100	98	100	100	100	100	98			17	41
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	5	10	8	12	9	9	12	13	5	7	13	9	14	9	13	7	5			2	
04	SCHOOL	100	95	98	95	95	95	95	100	100	93	98	97	100	98	97					15	58
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	7	2	6	2	3	2	5	8	8	1	6	5	7	6	3					1	
05	SCHOOL	100	98	100	98	98	98	98	100	98	100	98	98	100	100	100	98	98	98	100	19	43
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	4	6	5	4	4	4	7	4	6	5	4	7	7	8	5	5	4	6	1	
06	SCHOOL	98	97	95	93	95	97	97	97	97	97	97	97	95	97	98	97	97	95		17	59
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	3	3	0	0	2	5	3	4	3	5	3	4	4	4	4	4	6	2		0	
07	SCHOOL	98	98	98	96	98	98	98	98	98	96	98	98	96	96						14	55
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	5	5	5	3	6	6	6	5	7	4	6	6	4	4						1	

8/03/87

PETERSON ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	98	98	96	98	98	98	98	98	98	100	98									11	56
	SYSTEM	98	95	94	94	94	95	84	93	92	96	87									10	5,905
	DIFF	0	3	2	4	4	3	4	5	6	4	11									1	
01	SCHOOL	99	100	99	94	96	96	93	93	93	93	94	93								11	68
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	1	2	3	1	4	5	6	5	5	3	4	2								0	
02	SCHOOL	98	100	93	86	86	89	84	91	91	100	100	86	86	93	84					14	44
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	1	4	0	-7	-5	-3	-9	-4	-1	4	5	-9	-7	1	-6					0	
03	SCHOOL	98	100	100	98	98	98	98	98	98	95	100	98	98	100	100	100	98			17	41
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	4	6	9	5	9	9	10	9	6	5	12	9	8	10	11	12	10			2	
04	SCHOOL	98	95	98	96	95	98	95	96	96	98	96	96	98	98	98	96				16	57
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	4	3	3	3	4	8	3	3	5	6	7	5	6	7	8	8				1	
05	SCHOOL	98	58	98	98	98	98	98	100	100	100	100	100	95	95	95	52	52			16	44
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	4	4	5	6	5	6	6	10	9	7	11	9	4	6	5	-35	-35			1	
06	SCHOOL	83	82	78	77	80	75	75	82	82	82	82	77	73	75	78	77	78			13	60
	SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
	DIFF	-11	-7	-13	-13	-11	-14	-12	-8	-6	-7	-5	-12	-14	-12	-7	-7	-6			-2	
07	SCHOOL	100	100	100	100	100	98	96	98	96	98	98	98	81	80	80	80	80			16	54
	SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
	DIFF	6	8	6	8	8	7	5	6	6	7	7	7	-11	-11	-11	-10	-8			0	

7/08/87 PETERSON ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	59	98.3		.0	1	1.7	60
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	59	83.1	1	1.4	11	15.5	71
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	39	84.8	4	8.7	3	6.5	46
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	38	90.5		.0	4	9.5	42
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	60	98.4		.0	1	1.6	61
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	43	97.7		.0	1	2.3	44
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	59	98.3	1	1.7		.0	60
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	51	94.4		.0	3	5.6	54
	System	3,284	89.8	186	5.1	188	5.1	3,658